**Des Moines Public Schools**

Grade: 1st

Unit: 1

Unit Length: 3 weeks

**Literacy Curriculum Guide**

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| **Big Idea: Rules and Cooperation** | | **Guiding Questions: What is the purpose of school? Why is it important to work together at school? How do rules and expectations help us to be successful?** | | | | | | | |
| **Iowa Core Standards –**Priority Standards are in **bold.** Supporting Standards are in *italics.* | | | | | | | | | |
| **Word Knowledge** | **Fluency** | | | **Comprehension** | | **Writing** | | **Language** | |
| **Foundational 2:**  **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**   1. **Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.**   Phonemic Awareness Skill:   * Blending   **Foundational 3:**  **Know and apply grade-level phonics and word analysis skills in decoding words.**   1. **Decode regularly spelled one-syllable words.**   Phonics Skills:   * /m/, /s/, /c/. /t/ * short /a/ * /n/, /f/, /p/ * /b/, /r/, /h/, /g/ * short /i/   Word Study Skills:   * at word chunk * en word chunk * it, ig word chunks | *Foundational 4:*  *Read with sufficient accuracy and fluency to support comprehension.*   1. *Read on-level text with purpose and understanding.* 2. *Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.* 3. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*   Fluency Skills:   * Automaticity of Sight Words * Automaticity of Phonics Skills | | | **Literature 3:**  **Describe characters, settings, and major events in a story, using key details.**   * Sequence * Story Structure | | Being a Writer:  Unit 1 - The Writing Community  *Writing 5:*  *With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.*  *Writing 8:*  *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.* | | *Language 1:*  *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*   1. *Print all upper- and lowercase letters.*   *Language 2:*  *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*   * 1. *Use end punctuation for sentences.*   2. *Use commas in dates and to separate single words in a series.*   3. *Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.*   4. *Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.*   Language Skills:   * Capital Letters * Punctuation   *Foundational 1:*  *Demonstrate understanding of the organization and basic features of print.*   1. *Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).* | |
| **Houghton Mifflin Supporting Materials** | | | | | | | | |
| Mac the Cat  Big Book: I am Six (T32-33)  Phonemic Awareness:   * Blending   Phonics:   * /m/, /s/, /c/, /t/ (T36) * short /a/ (T37-38, 66, 74)   Word Study:   * at word chunk (T52)   High Frequency Words:   * see addendum   Language:   * Capital letters (T67, 83) | | | A Day At School  Nonfiction: How to read poetry-four school poems (T143-144)  Phonemic Awareness:   * Blending   Phonics:   * /n/, /f/, /p/ (T104) * short /a/ (T105-106, 138, 145-146)   Word Study:   * en word chunk (T120)   High Frequency Words:   * see addendum   Language:   * Capital letters (T139) | | | | Pigs in a Rig  Phonemic Awareness:   * Blending   Phonics:   * /b/, /r/, /h/, /g/ (T176) * short /i/ (T177-178)   Word Study:   * it, ig word chunks (T182, 192)   High Frequency Words:   * see addendum   Language:   * Punctuation (T211-212, 227) | |
| Comprehension Skills: Literature 3   * Sequence (T64-65) * Story Structure | | | | | Tier 2 Concept Vocabulary: | | | |
| Additional Resources: | | | | | | | | |